

The Praxis® Study Companion

Physical Education: Content and Design

5095



Welcome to *The Praxis*® Study Companion

Prepare to Show What You Know

You have been working to acquire the knowledge and skills you need for your teaching career. Now you are ready to demonstrate your abilities by taking a *Praxis*® test.

Using the *Praxis*® Study Companion is a smart way to prepare for the test so you can do your best on test day. This guide can help keep you on track and make the most efficient use of your study time.

The Study Companion contains practical information and helpful tools, including:

- An overview of the *Praxis* tests
- Specific information on the *Praxis* test you are taking
- A template study plan
- Study topics
- Practice questions and explanations of correct answers
- Test-taking tips and strategies
- Frequently asked questions
- Links to more detailed information

So where should you start? Begin by reviewing this guide in its entirety and note those sections that you need to revisit. Then you can create your own personalized study plan and schedule based on your individual needs and how much time you have before test day.

Keep in mind that study habits are individual. There are many different ways to successfully prepare for your test. Some people study better on their own, while others prefer a group dynamic. You may have more energy early in the day, but another test taker may concentrate better in the evening. So use this guide to develop the approach that works best for you.

Your teaching career begins with preparation. Good luck!

Know What to Expect

Which tests should I take?

Each state or agency that uses the *Praxis* tests sets its own requirements for which test or tests you must take for the teaching area you wish to pursue.

Before you register for a test, confirm your state or agency's testing requirements at www.ets.org/praxis/states.

How are the *Praxis* tests given?

Praxis tests are given on computer. Other formats are available for test takers approved for accommodations (see page 38).

What should I expect when taking the test on computer?

When taking the test on computer, you can expect to be asked to provide proper identification at the test center. Once admitted, you will be given the opportunity to learn how the computer interface works (how to answer questions, how to skip questions, how to go back to questions you skipped, etc.) before the testing time begins. Watch the [What to Expect on Test Day](#) video to see what the experience is like.

Where and when are the *Praxis* tests offered?

You can select the test center that is most convenient for you. The *Praxis* tests are administered through an international network of test centers, which includes Prometric® Testing Centers, some universities, and other locations throughout the world.

Testing schedules may differ, so see the *Praxis* web site for more detailed test registration information at www.ets.org/praxis/register.

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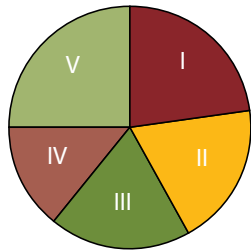
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1. Learn About Your Test

Learn about the specific test you will be taking

Physical Education: Content and Design (5095)

Test at a Glance			
Test Name	Physical Education: Content and Design		
Test Code	5095		
Time	2 hours		
Number of Questions	90 selected-response questions and 2 constructed-response questions		
Format	The constructed-response questions require you to write your responses on the computer. The selected-response questions count toward 75% of your score and the constructed-response questions count for 25% of your score.		
Test Delivery	Computer delivered		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	I. Content Knowledge and Student Growth and Development	27	23%
	II. Management, Motivation, and Communication	23	19%
	III. Planning, Instruction, and Student Assessment	23	19%
	IV. Collaboration, Reflection, and Technology	17	14%
	V. Instructional Design	2 constructed response	25%
Pacing and Special Tips	In allocating time on this assessment, you should plan to spend about 90 minutes on the selected-response questions and about 30 minutes on the constructed-response questions; the sections are not independently timed.		

About This Test

The Content and Design test in Physical Education is designed to measure the professional knowledge of prospective teachers of physical education in elementary through senior high school. The test assesses whether an examinee has the knowledge and competencies necessary for a beginning teacher of physical education. Examinees typically have completed, or are about to complete, a bachelor's degree program in physical education, exercise science, or similar program of study.

The content of the test is based largely on the teacher preparation standards created by the Society of Health and Physical Educators® (SHAPE America), formerly the American Alliance of Health, Physical Education, Recreation and Dance (AAHPERD).

The 90 selected-response questions cover knowledge of fitness, kinesiology, exercise physiology, fundamental movements, and sports that comprise the content of physical education classes; knowledge of areas in the natural and social sciences that provide the foundation for teaching these activities; and knowledge of crucial topics in health and safety. The constructed-response questions measure an examinee's ability to design fitness and skill activities for physical education classes. Knowledge of these subject areas enables teachers to understand the nature and purpose of the activities in the physical education curriculum, to evaluate and interpret the physical characteristics and performances of students in physical education classes, and to make decisions about the ongoing conduct of physical education classes and the needs of students in those classes. Questions will test knowledge of essential facts, including the meaning of terms and placement of content elements in proper categories, understanding of relationships between and among areas of content, and the ability to apply concepts appropriately.

This test may contain some questions that will not count toward your score.

Test Specifications

Test specifications in this chapter describe the knowledge and skills measured by the test. Study topics to help you prepare to answer test questions can be found on page 29.

I. Content Knowledge and Student Growth and Development

A. Core Concepts

1. Terminology, principles, concepts, and applications of the basic sciences as related to motor skills and movement activities (e.g., anatomy and physiology, exercise physiology, biomechanics and kinesiology, motor development and motor learning)
2. Principles of biomechanics and kinesiology as they relate to motor skills and movement patterns (e.g., summation of forces, center of gravity, force/speed relations, torque)
3. Movement concepts (e.g., body awareness, spatial awareness, effort, relationship)
4. Exercise physiology (e.g., components of health-related fitness; components of skill-related fitness; fitness guidelines such as frequency, intensity, time/duration, type/mode; principles of exercise such as specificity, overload, progression; roles of body systems in exercise; short- and long-term effects of physical training; nutrition as related to exercise; fitness; metabolic response to exercise)
5. Anatomy and physiology (e.g., skeletal, muscular, nervous, circulatory, and respiratory systems)
6. Current and historical trends, issues, and developments in physical education (e.g., laws, teaching methods, theories, concepts, techniques)
7. Understanding of the rules, strategies, skills, techniques, and concepts associated with a variety of movement activities and games across the age and grade spectra; emphasis predominantly on basketball, soccer, swimming, tennis, track and field, and volleyball, with questions based possibly on other sports and activities commonly used in physical education settings
8. Liability and legal considerations pertaining to the use of equipment, class organization, supervision, and program selection
9. Effects of substance abuse on student performance, health, and behavior

B. Student Growth and Development

1. Sequential and developmentally appropriate learning and practice opportunities based on growth and motor development stages, individual characteristics and individual needs of students, learning environment, and task
2. Monitoring of individual performance and group performance in order to design safe instruction that meets students' developmental needs in the psychomotor, cognitive, and affective domains
3. Developmental readiness to learn and refine motor skills and movement patterns (e.g., biological, psychological, sociological, experiential, environmental)
4. Perception in motor development

5. Appropriate and effective instruction related to students' cultures and ethnicities, personal values, family structures, home environments, and community values
6. Use of appropriate professional support services and resources to meet students' needs

II. Management, Motivation, and Communication

A. Management and Motivation

1. Principles of classroom management practices that create effective learning experiences in physical education settings
2. Psychological and social factors that affect individual learning and group learning, participation, cooperation, and performance in physical education settings
3. Organization, allocation, and management of resources to provide active and equitable learning experiences (e.g., time, space, equipment, activities, teacher attention, students)
4. Motivation of students to participate in physical activity both in school and outside of school
5. Promotion of positive relationships, encouragement of responsible personal and social behaviors among students, and establishment of a productive learning environment
6. Development and use of an effective behavior management plan

B. Communication

1. Effective verbal and nonverbal communication skills in a variety of physical activity settings
2. Specific appropriate instructional feedback in skill acquisition, student learning, and motivation
3. Communication of classroom management and instructional information in a variety of ways (e.g., verbally and nonverbally and via bulletin boards, music, task cards, posters, technology)
4. Communication in ways that show respect and consideration for students, colleagues, and parents

III. Planning, Instruction, and Student Assessment

A. Planning and Instruction

1. Teaching of skillful movement, physical activity, and fitness via pedagogy, sociology, psychology, anatomy and physiology, exercise physiology, biomechanics and kinesiology, motor development and motor learning
2. Sequencing of motor skill activities and use of movement concepts and effective strategies to improve learning in physical education activities and to improve skill development
3. Provision of feedback to enhance skill development
4. Activities designed to improve health-related and skill-related fitness
5. Current issues, trends, and laws affecting the choice of appropriate physical education activities
6. Identification, development, and implementation of appropriate program and instructional goals and objectives
7. Development of unit and lesson plans based on local, state, and national standards, program goals, instructional goals, and students' needs
8. Appropriate instructional strategies to facilitate learning in the physical activity setting based on selected content, students' needs, safety concerns, facilities and equipment, and instructional models
9. Use of teaching resources and curriculum materials to design learning experiences
10. Explanations, demonstrations, and appropriate instructional cues and prompts to link physical activity concepts to learning experiences and to facilitate motor skill performance
11. General and specific safety and injury prevention guidelines for planning of movement and fitness activities (e.g., first aid, cardiopulmonary resuscitation)

B. Student Assessment

1. Assessment of student skill performance and fitness via a variety of tools (e.g., observations, data, charts, graphs, rating scales)
2. Gathering of data and assessment of student learning in the cognitive and affective domains by a variety of techniques (e.g., written assessments, rating scales, observations)
3. Understanding of fitness assessments such as President's Challenge and Fitnessgram
4. Types of assessments and assessment methods (e.g., formative, summative, authentic, portfolio, standardized, rubric, criterion referenced, norm referenced)
5. Validity, reliability, bias, and ways of interpreting assessment results
6. Appropriate assessment techniques to assess and improve students' understanding and performance, provide feedback, communicate students' progress, guide students' personal goal setting, and guide curricular and instructional decisions
7. Involvement of students in self-assessment and peer assessment
8. Appropriate assessment of individuals with disabilities
9. Referral procedures under the Individuals with Disabilities Education Act and Section 504 of the Vocational Rehabilitation Act

IV. Collaboration, Reflection, and Technology**A. Collaboration**

1. Current educational issues that cross subject matter boundaries
2. Integration of knowledge and skills from multiple subject areas in physical education
3. Establishment of productive relationships to support student growth and well-being with school colleagues and administrators, parents and guardians, community members, and organizations
4. Promotion of a variety of opportunities for physical activity in the school and the community

B. Reflection

1. Use of the reflective cycle to facilitate change in teacher performance, student learning, and instructional goals and decisions (e.g., planning, teaching, assessment, reflection)
2. Use of available resources to develop and grow as a reflective professional (e.g., students, colleagues, literature, professional organization memberships, professional development opportunities)

C. Technology

1. Design, development, and implementation of student learning activities that integrate information technology
2. Use of technologies to communicate, instruct, assess, keep records, network, locate resources, present information, and enhance professional development

V. Instructional Design**A. Fitness Instruction (1 question)**

1. Design activities that improve students' levels of health-related and skill-related fitness
2. Uses developmentally appropriate activities to increase fitness levels
3. Understands the different types of fitness
4. Modification activities for special populations

B. Skill Instruction (1 question)

1. Sequence motor skill activities in a developmentally appropriate manner to improve learning in physical education activities
2. Use movement concepts and developmentally appropriate strategies for improving skill development

2. Familiarize Yourself with Test Questions

Become comfortable with the types of questions you'll find on the Praxis tests

The *Praxis* assessments include a variety of question types: constructed response (for which you write a response of your own); selected response, for which you select one or more answers from a list of choices or make another kind of selection (e.g., by clicking on a sentence in a text or by clicking on part of a graphic); and numeric entry, for which you enter a numeric value in an answer field. You may be familiar with these question formats from taking other standardized tests. If not, familiarize yourself with them so you don't spend time during the test figuring out how to answer them.

Understanding Computer-Delivered Questions

Questions on computer-delivered tests are interactive in the sense that you answer by selecting an option or entering text on the screen. If you see a format you are not familiar with, read the directions carefully. The directions always give clear instructions on how you are expected to respond.

For most questions, you respond by clicking an oval to select a single answer from a list of options.

However, interactive question types may also ask you to respond by:

- **Clicking more than one oval** to select answers from a list of options.
- **Typing in an entry box.** When the answer is a number, you may be asked to enter a numerical answer. Some questions may have more than one place to enter a response.
- **Clicking check boxes.** You may be asked to click check boxes instead of an oval when more than one choice within a set of answers can be selected.
- **Clicking parts of a graphic.** In some questions, you will select your answers by clicking on a location (or locations) on a graphic such as a map or chart, as opposed to choosing your answer from a list.
- **Clicking on sentences.** In questions with reading passages, you may be asked to choose your answers by clicking on a sentence (or sentences) within the reading passage.
- **Dragging and dropping answer choices into targets on the screen.** You may be asked to select answers from a list of options and drag your answers to the appropriate location in a table, paragraph of text or graphic.
- **Selecting options from a drop-down menu.** You may be asked to choose answers by selecting options from a drop-down menu (e.g., to complete a sentence).

Remember that with every question you will get clear instructions.

Perhaps the best way to understand computer-delivered questions is to view the [Computer-delivered Testing Demonstration](#) on the Praxis web site to learn how a computer-delivered test works and see examples of some types of questions you may encounter.

Understanding Selected-Response Questions

Many selected-response questions begin with the phrase “which of the following.” Take a look at this example:

Which of the following is a flavor made from beans?

- (A) Strawberry
- (B) Cherry
- (C) Vanilla
- (D) Mint

How would you answer this question?

All of the answer choices are flavors. Your job is to decide which of the flavors is the one made from beans.

Try following these steps to select the correct answer.

- 1) **Limit your answer to the choices given.** You may know that chocolate and coffee are also flavors made from beans, but they are not listed. Rather than thinking of other possible answers, focus only on the choices given (“which of the following”).
- 2) **Eliminate incorrect answers.** You may know that strawberry and cherry flavors are made from fruit and that mint flavor is made from a plant. That leaves vanilla as the only possible answer.
- 3) **Verify your answer.** You can substitute “vanilla” for the phrase “which of the following” and turn the question into this statement: “Vanilla is a flavor made from beans.” This will help you be sure that your answer is correct. If you’re still uncertain, try substituting the other choices to see if they make sense. You may want to use this technique as you answer selected-response questions on the practice tests.

Try a more challenging example

The vanilla bean question is pretty straightforward, but you’ll find that more challenging questions have a similar structure. For example:

Entries in outlines are generally arranged according to which of the following relationships of ideas?

- (A) Literal and inferential
- (B) Concrete and abstract
- (C) Linear and recursive
- (D) Main and subordinate

You’ll notice that this example also contains the phrase “which of the following.” This phrase helps you determine that your answer will be a “relationship of ideas” from the choices provided. You are supposed to find the choice that describes how entries, or ideas, in outlines are related.

Sometimes it helps to put the question in your own words. Here, you could paraphrase the question in this way: “How are outlines usually organized?” Since the ideas in outlines usually appear as main ideas and subordinate ideas, the answer is (D).

QUICK TIP: Don't be intimidated by words you may not understand. It might be easy to be thrown by words like "recursive" or "inferential." Read carefully to understand the question and look for an answer that fits. An outline is something you are probably familiar with and expect to teach to your students. So slow down, and use what you know.

Watch out for selected-response questions containing "NOT," "LEAST," and "EXCEPT"

This type of question asks you to select the choice that does not fit. You must be very careful because it is easy to forget that you are selecting the negative. This question type is used in situations in which there are several good solutions or ways to approach something, but also a clearly wrong way.

How to approach questions about graphs, tables, or reading passages

When answering questions about graphs, tables, or reading passages, provide only the information that the questions ask for. In the case of a map or graph, you might want to read the questions first, and then look at the map or graph. In the case of a long reading passage, you might want to go ahead and read the passage first, noting places you think are important, and then answer the questions. Again, the important thing is to be sure you answer the questions as they refer to the material presented. So read the questions carefully.

How to approach unfamiliar formats

New question formats are developed from time to time to find new ways of assessing knowledge. Tests may include audio and video components, such as a movie clip or animation, instead of a map or reading passage. Other tests may allow you to zoom in on details in a graphic or picture.

Tests may also include interactive questions. These questions take advantage of technology to assess knowledge and skills in ways that standard selected-response questions cannot. If you see a format you are not familiar with, **read the directions carefully**. The directions always give clear instructions on how you are expected to respond.

QUICK TIP: Don't make the questions more difficult than they are. Don't read for hidden meanings or tricks. There are no trick questions on *Praxis* tests. They are intended to be serious, straightforward tests of your knowledge.

Understanding Constructed-Response Questions

Constructed-response questions require you to demonstrate your knowledge in a subject area by creating your own response to particular topics. Essays and short-answer questions are types of constructed-response questions.

For example, an essay question might present you with a topic and ask you to discuss the extent to which you agree or disagree with the opinion stated. You must support your position with specific reasons and examples from your own experience, observations, or reading.

Take a look at a few sample essay topics:

- "Celebrities have a tremendous influence on the young, and for that reason, they have a responsibility to act as role models."
- "We are constantly bombarded by advertisements—on television and radio, in newspapers and magazines, on highway signs, and the sides of buses. They have become too pervasive. It's time to put limits on advertising."
- "Advances in computer technology have made the classroom unnecessary, since students and teachers are able to communicate with one another from computer terminals at home or at work."

Keep these things in mind when you respond to a constructed-response question

- 1) **Answer the question accurately.** Analyze what each part of the question is asking you to do. If the question asks you to describe or discuss, you should provide more than just a list.
- 2) **Answer the question completely.** If a question asks you to do three distinct things in your response, you should cover all three things for the best score. Otherwise, no matter how well you write, you will not be awarded full credit.
- 3) **Answer the question that is asked.** Do not change the question or challenge the basis of the question. You will receive no credit or a low score if you answer another question or if you state, for example, that there is no possible answer.
- 4) **Give a thorough and detailed response.** You must demonstrate that you have a thorough understanding of the subject matter. However, your response should be straightforward and not filled with unnecessary information.
- 5) **Reread your response.** Check that you have written what you thought you wrote. Be sure not to leave sentences unfinished or omit clarifying information.

QUICK TIP: You may find that it helps to take notes on scratch paper so that you don't miss any details. Then you'll be sure to have all the information you need to answer the question.

For tests that have constructed-response questions, more detailed information can be found on page 18.

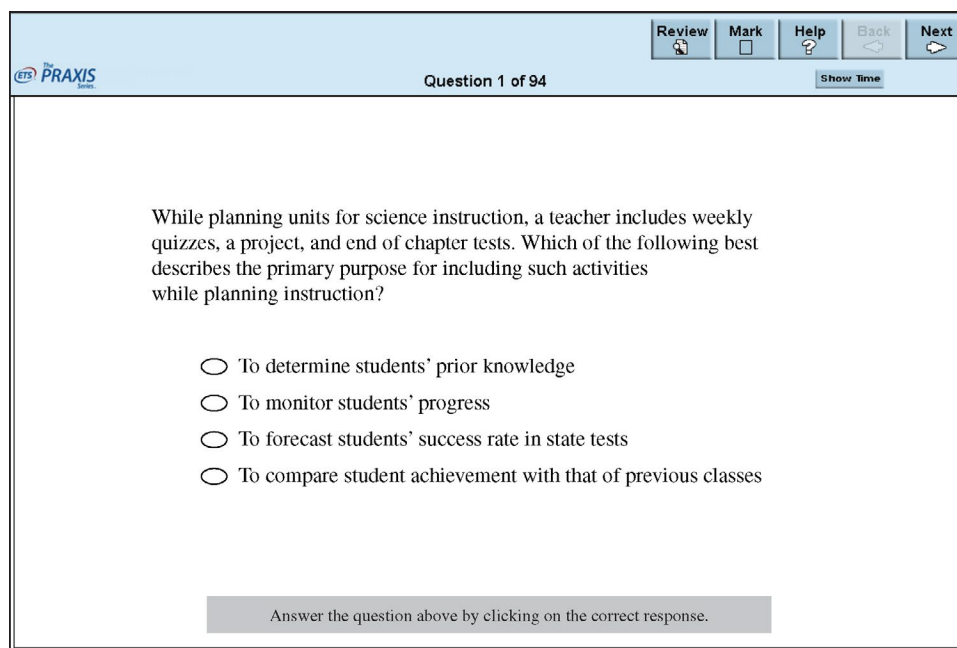
3. Practice with Sample Test Questions

Answer practice questions and find explanations for correct answers

Computer Delivery

This test is available via paper delivery or computer delivery. Other than the delivery method, there is no difference between the tests. The scope of the test content is the same for both tests.

To illustrate what a computer-delivered test looks like, the following sample question shows an actual screen used in a computer-delivered test. For the purposes of this guide, sample questions are provided as they would appear in a paper-delivered test.



The screenshot shows a computer-delivered test interface. At the top left is the logo for "ETS PRAXIS". In the center, it says "Question 1 of 94". On the top right, there are navigation buttons: "Review" (with a magnifying glass icon), "Mark" (with a square icon), "Help" (with a question mark icon), "Back" (with a left arrow icon), and "Next" (with a right arrow icon). Below these buttons is a "Show Time" button. The main content area contains a question: "While planning units for science instruction, a teacher includes weekly quizzes, a project, and end of chapter tests. Which of the following best describes the primary purpose for including such activities while planning instruction?" Below the question are four radio button options: "To determine students' prior knowledge", "To monitor students' progress", "To forecast students' success rate in state tests", and "To compare student achievement with that of previous classes". At the bottom of the question area, there is a grey instruction box that says "Answer the question above by clicking on the correct response."

Sample Test Questions

The sample questions that follow illustrate the kinds of questions in the test. They are not, however, representative of the entire scope of the test in either content or difficulty. The questions are followed by answers and explanations.

Directions: Each of the questions or statements below is followed by four suggested answers or completions. Select the one that is best in each case.

- In which of the following locomotor skills does each foot have two tasks to complete before the weight is transferred to the other foot?
 - Galloping
 - Running
 - Walking
 - Skipping
- Which of the following is a problem most characteristic of the primitive stage of forward rolling?
 - Keeping the chin tucked
 - Keeping the knees and hips flexed
 - Losing the curl
 - Using the hands to cushion the head contact
- Which of the following is a primary short-term effect of amphetamines on an athlete's sports performance?
 - Increasing muscle growth
 - Increasing feelings of alertness
 - Decreasing risk of injury
 - Decreasing cognitive function
- According to the Mayo Clinic, people who do yoga may experience improvement in which of the following?
 - Power, speed, and reaction time
 - Muscular endurance, brain health, and lymph node health
 - Stress reduction, fitness, and management of chronic conditions
 - Immune system health, capillary production, and body composition
- It is reputed that Milo of Greece lifted a newborn bull onto his shoulders each day until the bull became fully mature. Milo followed what two principles of modern muscle strength and endurance conditioning?
 - Progression and overload
 - Variable resistance and overload
 - Frequency and progression
 - Intensity and retention
- In which of the following lists is each physiological factor linearly (proportionately) related to oxygen consumption?
 - Cardiac output, diastolic blood pressure, heart rate
 - Cardiac output, heart rate, work rate
 - Core temperature, red blood cell count, work rate
 - Minute ventilation, red blood cell count, respiration rate
- In the late 1800s, the greatest influence on the direction of physical education came from individuals with a background in which of the following?
 - Medicine
 - Professional sport
 - Intercollegiate sport
 - The military
- According to most sport sociologists, a sport is primarily described as what kind of activity?
 - idealized
 - institutionalized
 - masculinized
 - professionalized
- Which of the following assessment techniques will most likely help students set appropriate health-related goals?
 - Logging the personal weight-training data
 - Writing essays about sport rules
 - Creating nutrition portfolios
 - Completing fitness tests

10. The correct racing posture of a swimmer, a cyclist, or a downhill skier minimizes the effect of
- (A) lift
 - (B) propulsion
 - (C) turbulence
 - (D) gravity
11. Which of the following practice alternatives would best promote motor learning and safety for potentially injurious sports such as pole vaulting and downhill skiing?
- (A) Whole
 - (B) Part
 - (C) Progressive part
 - (D) Distributed
12. Which of the following teaching styles reflect on what they learned and what they need to improve on?
- (A) Small group
 - (B) Command
 - (C) Task
 - (D) Guided discovery
13. The physical education teacher routinely checks the first aid kit, tests the batteries in the defibrillator, checks the playing fields for holes, and inspects equipment for damage. By preparing for classes in this manner, the teacher demonstrates the importance of
- (A) implementing the school's physical education curriculum
 - (B) supporting the school's philosophy and values
 - (C) creating a safe physical education learning environment
 - (D) helping other staff members to fulfill their duties
14. Which of the following is the best example of a target game?
- (A) Basketball
 - (B) Lacrosse
 - (C) Bocce
 - (D) Badminton
15. In teaching a closed skill, a teacher initially should provide which of the following?
- (A) A stable environment with varying rates of skill performance
 - (B) A stable environment with a stable rate of skill performance
 - (C) A varying environment with varying rates of skill performance
 - (D) A varying environment with a stable rate of skill performance
16. Which of the following is primarily determined by directly measuring the rate of oxygen consumption during exercise?
- (A) VO_2 max
 - (B) Respiratory exchange ratio
 - (C) Expired metabolic waste
 - (D) Respiratory stressors
17. During a physical education unit that focuses on the development of health-related fitness, a teacher asks students to keep a journal about their individual responses to three different types of cardiovascular activities—such as heart rate, perceived rate of exertion, and motivation—and write a journal entry on how they personally felt about each activity. This journaling is an example of
- (A) criterion-referenced grading
 - (B) differentiated instruction
 - (C) identification and recall of information
 - (D) standards-based instruction

18. Learning about sport rules, traditions, history, and etiquette falls under which of the following domains of learning?
- (A) Affective
 - (B) Cognitive
 - (C) Psychomotor
 - (D) Associative
19. Which of the following technology applications would best support a wrestler learning a new takedown technique?
- (A) Reading about the proper technique and procedure on the Internet
 - (B) Recording the wrestler's performance and having the wrestler view it on a video screen
 - (C) Viewing a series of pictures of proper execution on a video screen
 - (D) Exchanging e-mail messages with other wrestlers about their experience of learning the technique
20. The Society of Health and Physical Educators® (SHAPE America) is an important resource for beginning physical educators because
- (A) it provides liability insurance for physical educators in case of a problem
 - (B) its Web site contains all the lesson plans a physical education teacher needs
 - (C) its mission is to enhance knowledge, improve practice, and disseminate current information
 - (D) it is a key resource for health education teachers
21. The best choice of available fitness tests for a teacher to use to assess students with disabilities is the
- (A) Brockport Physical Fitness Test (BPFT)
 - (B) Fitnessgram
 - (C) President's Challenge
 - (D) Activitygram
22. Which of the following sets of tasks would be the best for a physical education teacher to complete and adhere to in the beginning of the school year in an effort to establish good classroom management?
- (A) Establishing rules and reviewing them with students, creating a record-keeping system, and teaching students a predetermined signal to stop activity
 - (B) Posting rules on the wall, not smiling until November, and learning students' names
 - (C) Learning students' names, teaching the class how to do warm-ups, and playing a fun game
 - (D) Having an open gym period, posting rules on the wall, and creating a record-keeping system
23. Which of the following would be the most appropriate way for a teacher to assess the skills of students during a basketball skills unit?
- (A) Using standardized instruments on basketball skills at the end of the unit
 - (B) Using district-devised assessments of skills at the end of the unit
 - (C) Developing a rubric to assess learners as they move through the unit
 - (D) Counting the number of baskets made in a class game
24. Which of the following best expresses the percentage of maximum heart rate that should characterize students' exercise for health-related fitness in physical education class?
- (A) 25–40% of maximum heart rate
 - (B) 40–60% of maximum heart rate
 - (C) 60–85% of maximum heart rate
 - (D) 85–100% of maximum heart rate

Answers to Sample Questions

1. The correct answer is (D). In walking and running, each foot performs a single task before the other foot takes over. In galloping, each foot performs a single task, but one foot “walks” while the other foot “leaps.” In skipping, each foot both “walks” and “hops” before the other foot takes over.
2. The correct answer is (C). Losing the curl is a common characteristic of early or primitive stages of performing the forward roll. Choices (A), (B), and (D) are all characteristic of intermediate or advanced levels of performing the forward roll.
3. The correct answer is (B). Amphetamines and other stimulants increase alertness. By doing so, they can also mask the level of fatigue an athlete is experiencing, which can in turn delay the healing of injured muscle tissue and prolong recovery times.
4. The correct answer is (C). According to the Mayo Clinic, there are numerous health benefits to practicing yoga, in which people are considered to be three-part beings made up of mind, body, and spirit. The practice of yoga addresses reducing stress and improving fitness, and it has the potential to alleviate symptoms of chronic conditions.
5. The correct answer is (A). Progression and overload refer to adjusting the amount of exercise to a person’s present capacity (overload) and gradually increasing the amount of exercise over time to improve the level of fitness (progression).
6. The correct answer is (B). Cardiac output, heart rate, and work rate all increase proportionately as oxygen consumption increases.
7. The correct answer is (A). Physicians interested in anthropometric measurement and other medically related subjects played a primary role in the development of physical education in the nineteenth century.
8. The correct answer is (B). A sport is described by most sociologists as an institutionalized activity. An activity becomes a sport after undergoing a process through which behaviors and organization become standardized over time. As a sport, the activity takes on fundamental characteristics, such as official rule enforcement, equipment regulations, and formalized skills.
9. The correct answer is (D). Fitness tests identify individuals’ current fitness levels, from which they can then establish goals for improving fitness.

10. The correct answer is (C). All three activities require that their participants maintain a compact arrangement of the body so that it can move smoothly through the medium (air or water) that is involved. The failure to observe this compact body arrangement would hinder movement by creating turbulence.
11. The correct answer is (C). The progressive part method of practice involves working on specific elements of a skill in isolation. This method allows those elements of a skill that present the greatest risk of injury to be mastered under controlled conditions before the skill is attempted “whole” and under real conditions.
12. The correct answer is (A). In small-group work, which is part of cooperative learning, the students have time to reflect on their learning, how well they worked together, and what they need to improve on.
13. The correct answer is (C). The primary function of all teachers is to provide a safe learning environment.
14. The correct answer is (C). Bocce is a game that is truly a target game. Basketball and lacrosse both involve shooting the ball at a target or goal, but because of the nature of offensive and defensive play they are considered invasion games. Badminton is a net/wall game in the same class as tennis, volleyball, racquetball, and handball.
15. The correct answer is (B). A closed skill is one in which the environment remains stable and predictable, and the performer knows what to do and when to do it. (A) allows the performer to practice the skill at a stable rate, moving to varying rates as mastery is attained. Closed skills are habitual and follow set patterns from beginning to end. (C) and (D) are incorrect because they call for a varying environment.
16. The correct answer is (A). Measuring oxygen uptake and carbon dioxide production during exercise is the research standard for determining the measurement of maximal oxygen intake.
17. The correct answer is (B). Differentiated instruction allows students to access information using different avenues. It addresses the multiple learning styles that students have. In a physical education context, having students journal their responses to performing various fitness activities allows them to practice their writing skills as they learn about fitness. In this activity, there is no recall of information or set criterion to compare to, nor is the activity standards-based.

18. The correct answer is (B). The cognitive domain deals with the acquisition of knowledge and the development of intellectual skills. The affective domain deals with people's feelings, the psychomotor domain deals with physical manipulations, and the associative domain is not a domain within Bloom's taxonomy.

19. The correct answer is (B). By using a video camera, students are able to check their technique against a properly executed technique, detect the differences, and make corrections.

20. The correct answer is (C). The mission of the Society of Health and Physical Educators®, also known as SHAPE America, is to advance professional practice and promote research related to health and physical education, physical activity, dance, and sport.

21. The correct answer is (A). The Brockport Physical Fitness Test (BPFT) is a criterion-referenced, health-related test of physical fitness appropriate for students with disabilities. The BPFT is customized to meet the needs of all students with varying abilities.

22. The correct answer is (A). All three items in (A) are critical when implementing a classroom management plan. All of the other different strategies listed in (B), (C), and (D) are either not critical or have nothing to do with classroom management.

23. The correct answer is (C). The teacher should devise a rubric of critical skills to be learned in the unit and assess students as they move through the unit. Neither (A) nor (B) mentions the use of a rubric, and assigning a grade based on the number of baskets made in a game is not a best practice in physical education.

24. The correct answer is (C). Training at a level between about 60 percent and 85 percent of maximal heart rate increases the benefit of the exercise and decreases the chances of developing cardiac diseases if the exercise is done on a regular basis.

About the Constructed-Response Questions

The Physical Education: Content and Design test consists of two constructed-response questions that require the candidate to demonstrate the ability to apply knowledge and practice physical education to specific student needs and class scenarios.

Each task will be scored on a 0–3 scale using the following general scoring guide:

General Scoring Guide for Constructed-Response Questions

Score of 3

The response to each task posed by the prompt is complete and appropriate.

A response in this category

- Clearly and specifically answers all parts of the question in a way that directly addresses the effectiveness of physical education practice.
- Accurately identifies all activities that are appropriate for the age and developmental level of the students.
- Describes all activities that are safe for the students.

Score of 2

The response to the tasks is appropriate with one or more minor errors or omissions.

A response in this category

- Adequately answers most or all parts of the question in a way that appropriately addresses the effectiveness of physical education practice.
- Identifies most activities that are appropriate for the age and developmental level of the students.
- Describes all activities that are safe for the students.

Score of 1

The response contains some content relevant to one or more tasks posed by the prompt but is characterized by serious errors or omissions.

A response in this category

- Answers some part (or parts) of the question at a basic level.
- Has one or more of the following weaknesses:
 - Fails to answer most parts of the question and/or fails to address crucial aspects of the effectiveness of physical education practice.
 - Identifies activities that are not appropriate for the age and developmental level of the students.
 - Describes one or more activities that may not be safe for the students.

Score of 0

The response is totally incorrect and provides no ideas that relate to any of the tasks posed by the prompt. The response may simply rephrase the prompt.

A response in this category

- Fails to respond appropriately to any part of the question.
- Identifies activities that are not appropriate for the age and developmental level of the students.
- Describes all activities that are unsafe for the students, or no activities are described.

OT

The response is off topic. A sincere attempt to answer the question is not made.

BB

There is no response

Note: The mere presence of physical education–specific words or phrases that might be used in an adequate response does not by itself indicate knowledge.

Sample Constructed-Response Question

Skill Instruction

Describe THREE learning stations based on the following skill theme:

Kicking and punting

The stations you describe should be appropriate for 4th-grade students. Include in your description the activities and equipment to be used at each station.

Sample Response That Received a Score of 3

At the first station, I would provide my students with the opportunity to increase their kicking skills. To do this, I would use one gator skill ball per student and an empty wall for the students to kick to. There are two specific cues I would emphasize and they are "Keep the ball out in front." and "Kick the ball with the laces of your shoes." The students will have enough space between each other and the wall for safety and to allow for proper technique. After the students have been reminded of the important cues of kicking, they will begin the activity by kicking their gator skill ball toward the wall in front of them (It may be helpful to tell the students to focus on an imaginary target on the wall to kick to). After they have successfully kicked the ball 5 times to the wall with control, following the cues I have given them, they will take two steps backwards to increase the distance between themselves and the wall, making the activity more challenging. This activity will last for about 4-5 minutes before moving to the next skill station. The students will have multiple opportunities to practice kicking which will improve their technique and increase their success when kicking from various distances.

At the second station the students will be provided with the opportunity to increase their punting skills. The cues I would focus on for punting are "Drop the ball to your foot. Do not toss it!" and "Contact the ball with your shoelaces." Timing is the key component to be successful when punting a ball. The students will be given a gator skill ball to practice the timing of the "drop and kick" by kicking to a close target (various targets will be set up prior to the start of class throughout the play area). Once I have observed that each student is following the cues and using proper form, they will then be able to move back two steps to increase the distance between themselves and the target, making the activity more

challenging. They can stay closer to a target to make it easier or move farther away to increase difficulty as they begin to feel more comfortable with the skill.

At the third station the students will be working on the kicking and punting skills they have just learned and practiced. They will be using gator skill balls and emphasis on using the laces of the shoes, timing, and keeping the ball out in front will be reinforced. They will work in groups of 3 and each person will have the opportunity to increase their skills. In groups of 3, the students will practice kicking by passing the ball to one another from various distances. Then they will work in 3's to take turns punting to their partners from various markers I have set up before the start of class.

Sample Response That Received a Score of 2

As punting can be difficult for some students I feel the intro. is very important. The drop kick, punt is all one motion. I would have taught the cues and demonstrated the punt. The students would be spread out 10ft. from the wall with enough distance between each other. Students will drop and punt towards the wall keeping in mind power, strength and spacial awareness. Once there is individual consistency they can step back with caution. (Equipment: gator skin balls for each student)

Students will be in groups of 2 with one kickball. Students will spread across from each other 25 yards and 15ft. away from the next group. Students will kick (taught) to their partner (depending on range move farther or closer) the partner will then punt the ball back and repeat. Students will switch roles after 5-7 minutes. Students should challenge themselves and create goals. (Equipment: kickballs, gator balls, cones for each student) Students will focus on target with kicking. Each student will have a ball and there will be targets (large) in the wall with starting markers to place the ball from.

Students will move from target to target (cone to cone) and practice on accuracy. All targets will be different sizes and markers will be placed at different distances. This way students have freedom to choose what target and distance they feel comfortable with. (Equipment: gator balls or kick/soccer balls, cones, tape for targets on the wall)

Sample Response That Received a Score of 1

Students will warm up their bodies by kicking a ball around while traveling in open space. They will be required to keep the ball in control at all times. Once the warm up is done they will then pair up with a partner to kick the ball back and forth to one another. They will increase their distance as they become more comfortable kicking the ball. They will then kick the ball to their partner by leading them with the ball.

Students will go through a proper warm up before they begin to punt. Students will have a choice of ball they choose to kick. There will be beach balls, soccer balls, and footballs. They will all stand at the goalline of the football field and take turns punting the ball. Working on ball placement — hand and foot positioning and making contact with the ball.

Students will play a mini soccer game to apply their skills in a game like setting. Goalies will be substituted frequently to be able to punt the ball.

Sample Response That Received a Score of 0

Kicking and punting are two skills that are mainly used in soccer and so for the day's lesson the third grade students will be rotating through three stations to practice different soccer skills. First, the students will be working on throw-ins. At this station, the entire class will line up standing side by side, each student holding a soccer ball. I will be standing across from them about 10ft. away. When I blow the whistle they all have to throw their ball towards me at the same time using the cues I taught them. This activity will allow me to conveniently and accurately observe their form.

At the second station I would have the students practice the skill of heading a soccer ball. The students will work in pairs. One student will throw the ball while the other partner practices heading the ball. After 3 minutes, the partners will switch roles.

At this station, the students will practice juggling a soccer ball. They will have five minutes try to reach their goal to see how many time they can keep the soccer ball up without hitting the ground. The two students with the highest number will compete at the end of the lesson to see who is the winner.

Advice to Test Takers

- This is not a test of your writing ability. You should, however, write your response so that your ideas are clear and, where appropriate, supported with relevant examples and details.
- You may wish to look quickly at both questions before you begin, consider their relative difficulty, and allocate your time accordingly. You may answer the questions in any order you like.
- Read each question completely before responding to it. Try to answer all parts of each question.
- Take some time to organize your thinking before you respond. You may use the space provided after each question to organize your thoughts, but anything you write in this space will not be scored. Only responses written in the designated space in your test book will be scored.
- In order for your test to be scored, your responses must be written in English.

4. Determine Your Strategy for Success

Set clear goals and deadlines so your test preparation is focused and efficient

Effective *Praxis* test preparation doesn't just happen. You'll want to set clear goals and deadlines for yourself along the way. Otherwise, you may not feel ready and confident on test day.

1) Learn what the test covers.

You may have heard that there are several different versions of the same test. It's true. You may take one version of the test and your friend may take a different version a few months later. Each test has different questions covering the same subject area, but both versions of the test measure the same skills and content knowledge.

You'll find specific information on the test you're taking on page 5, which outlines the content categories that the test measures and what percentage of the test covers each topic. Visit www.ets.org/praxis/testprep for information on other *Praxis* tests.

2) Assess how well you know the content.

Research shows that test takers tend to overestimate their preparedness—this is why some test takers assume they did well and then find out they did not pass.

The *Praxis* tests are demanding enough to require serious review of likely content, and the longer you've been away from the content, the more preparation you will most likely need. If it has been longer than a few months since you've studied your content area, make a concerted effort to prepare.

3) Collect study materials.

Gathering and organizing your materials for review are critical steps in preparing for the *Praxis* tests. Consider the following reference sources as you plan your study:

- Did you take a course in which the content area was covered? If yes, do you still have your books or your notes?
- Does your local library have a high school-level textbook in this area? Does your college library have a good introductory college-level textbook in this area?

Practice materials are available for purchase for many *Praxis* tests at www.ets.org/praxis/testprep. Test preparation materials include sample questions and answers with explanations.

4) Plan and organize your time.

You can begin to plan and organize your time while you are still collecting materials. Allow yourself plenty of review time to avoid cramming new material at the end. Here are a few tips:

- Choose a test date far enough in the future to leave you plenty of preparation time. Test dates can be found at www.ets.org/praxis/register/centers_dates.
- Work backward from that date to figure out how much time you will need for review.
- Set a realistic schedule—and stick to it.

5) Practice explaining the key concepts.

Praxis tests with constructed-response questions assess your ability to explain material effectively. As a teacher, you'll need to be able to explain concepts and processes to students in a clear, understandable way. What are the major concepts you will be required to teach? Can you explain them in your own words accurately, completely, and clearly? Practice explaining these concepts to test your ability to effectively explain what you know.

6) Understand how questions will be scored.

Scoring information can be found on page 41.

7) Develop a study plan.

A study plan provides a road map to prepare for the *Praxis* tests. It can help you understand what skills and knowledge are covered on the test and where to focus your attention. Use the study plan template on page 27 to organize your efforts.

And most important—get started!

Would a Study Group Work for You?

Using this guide as part of a study group

People who have a lot of studying to do sometimes find it helpful to form a study group with others who are working toward the same goal. Study groups give members opportunities to ask questions and get detailed answers. In a group, some members usually have a better understanding of certain topics, while others in the group may be better at other topics. As members take turns explaining concepts to one another, everyone builds self-confidence.

If the group encounters a question that none of the members can answer well, the group can go to a teacher or other expert and get answers efficiently. Because study groups schedule regular meetings, members study in a more disciplined fashion. They also gain emotional support. The group should be large enough so that multiple people can contribute different kinds of knowledge, but small enough so that it stays focused. Often, three to six members is a good size.

Here are some ways to use this guide as part of a study group:

- **Plan the group's study program.** Parts of the study plan template, beginning on page 27, can help to structure your group's study program. By filling out the first five columns and sharing the worksheets, everyone will learn more about your group's mix of abilities and about the resources, such as textbooks, that members can share with the group. In the sixth column ("Dates I will study the content"), you can create an overall schedule for your group's study program.
- **Plan individual group sessions.** At the end of each session, the group should decide what specific topics will be covered at the next meeting and who will present each topic. Use the topic headings and subheadings in the Test at a Glance table on page 5 to select topics, and then select practice questions, beginning on page 13.
- **Prepare your presentation for the group.** When it's your turn to present, prepare something that is more than a lecture. Write two or three original questions to pose to the group. Practicing writing actual questions can help you better understand the topics covered on the test as well as the types of questions you will encounter on the test. It will also give other members of the group extra practice at answering questions.

- **Take a practice test together.** The idea of a practice test is to simulate an actual administration of the test, so scheduling a test session with the group will add to the realism and may also help boost everyone's confidence. Remember, complete the practice test using only the time that will be allotted for that test on your administration day.
- **Learn from the results of the practice test.** Review the results of the practice test, including the number of questions answered correctly in each content category. For tests that contain constructed-response questions, look at the Sample Test Questions section, which also contain sample responses to those questions and shows how they were scored. Then try to follow the same guidelines that the test scorers use.
- **Be as critical as you can.** You're not doing your study partner(s) any favors by letting them get away with an answer that does not cover all parts of the question adequately.
- **Be specific.** Write comments that are as detailed as the comments about the sample responses. Indicate where and how your study partner(s) are doing an inadequate job of answering the question. Writing notes in the margins of the answer sheet may also help.
- **Be supportive.** Include comments that point out what your study partner(s) got right.

Then plan one or more study sessions based on aspects of the questions on which group members performed poorly. For example, each group member might be responsible for rewriting one paragraph of a response in which someone else did an inadequate job.

Whether you decide to study alone or with a group, remember that the best way to prepare is to have an organized plan. The plan should set goals based on specific topics and skills that you need to learn, and it should commit you to a realistic set of deadlines for meeting those goals. Then you need to discipline yourself to stick with your plan and accomplish your goals on schedule.

5. Develop Your Study Plan

Develop a personalized study plan and schedule

Planning your study time is important because it will help ensure that you review all content areas covered on the test. Use the sample study plan below as a guide. It shows a plan for the *Core Academic Skills for Educators: Reading* test. Following that is a study plan template that you can fill out to create your own plan. Use the "Learn about Your Test" and "Test Specifications" information beginning on page 5 to help complete it.

Use this worksheet to:

1. **Define Content Areas:** List the most important content areas for your test as defined in chapter 1.
2. **Determine Strengths and Weaknesses:** Identify your strengths and weaknesses in each content area.
3. **Identify Resources:** Identify the books, courses, and other resources you plan to use for each content area.
4. **Study:** Create and commit to a schedule that provides for regular study periods.

Praxis Test Name (Test Code): Core Academic Skills for Educators: Reading (5712)

Test Date: 9/15/15

Content covered	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for the content?	Where can I find the resources I need?	Dates I will study the content	Date completed
Key Ideas and Details						
Close reading	Draw inferences and implications from the directly stated content of a reading selection	3	Middle school English textbook	College library, middle school teacher	7/15/15	7/15/15
Determining Ideas	Identify summaries or paraphrases of the main idea or primary purpose of a reading selection	3	Middle school English textbook	College library, middle school teacher	7/17/15	7/17/15
Determining Ideas	Identify summaries or paraphrases of the supporting ideas and specific details in a reading selection	3	Middle and high school English textbook	College library, middle and high school teachers	7/20/15	7/21/15
Craft, Structure, and Language Skills						
Interpreting tone	Determine the author's attitude toward material discussed in a reading selection	4	Middle and high school English textbook	College library, middle and high school teachers	7/25/15	7/26/15
Analysis of structure	Identify key transition words and phrases in a reading selection and how they are used	3	Middle and high school English textbook, dictionary	College library, middle and high school teachers	7/25/15	7/27/15
Analysis of structure	Identify how a reading selection is organized in terms of cause/effect, compare/contrast, problem/solution, etc.	5	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/1/15	8/1/15
Author's purpose	Determine the role that an idea, reference, or piece of information plays in an author's discussion or argument	5	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/1/15	8/1/15

(continued on next page)

Content covered	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for the content?	Where can I find the resources I need?	Dates I will study the content	Date completed
Language in different contexts	Determine whether information presented in a reading selection is presented as fact or opinion	4	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/1/15	8/1/15
Contextual meaning	Identify the meanings of words as they are used in the context of a reading selection	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/1/15	8/1/15
Figurative Language	Understand figurative language and nuances in word meanings	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/8/15	8/8/15
Vocabulary range	Understand a range of words and phrases sufficient for reading at the college and career readiness level	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/15/15	8/17/15
Integration of Knowledge and Ideas						
Diverse media and formats	Analyze content presented in diverse media and formats, including visually and quantitatively, as well as in words	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/22/15	8/24/15
Evaluation of arguments	Identify the relationship among ideas presented in a reading selection	4	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/24/15	8/24/15
Evaluation of arguments	Determine whether evidence strengthens, weakens, or is relevant to the arguments in a reading selection	3	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/27/15	8/27/15
Evaluation of arguments	Determine the logical assumptions upon which an argument or conclusion is based	5	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/28/15	8/30/15
Evaluation of arguments	Draw conclusions from material presented in a reading selection	5	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/30/15	8/31/15
Comparison of texts	Recognize or predict ideas or situations that are extensions of or similar to what has been presented in a reading selection	4	High school textbook, college course notes	College library, course notes, high school teacher, college professor	9/3/15	9/4/15
Comparison of texts	Apply ideas presented in a reading selection to other situations	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	9/5/15	9/6/15

My Study Plan

Use this worksheet to:

1. **Define Content Areas:** List the most important content areas for your test as defined in chapter 1.
2. **Determine Strengths and Weaknesses:** Identify your strengths and weaknesses in each content area.
3. **Identify Resources:** Identify the books, courses, and other resources you plan to use for each content area.
4. **Study:** Create and commit to a schedule that provides for regular study periods.

Praxis Test Name (Test Code): _____

Test Date: _____

Content covered	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for this content?	Where can I find the resources I need?	Dates I will study this content	Date completed

(continued on next page)

Content covered	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for the content?	Where can I find the resources I need?	Dates I will study the content	Date completed

6. Review Study Topics

Review study topics with questions for discussion

Using the Study Topics That Follow

The Physical Education: Content and Design test is designed to measure the knowledge and skills necessary for a beginning teacher.

This chapter is intended to help you organize your preparation for the test and to give you a clear indication of the depth and breadth of the knowledge required for success on the test.

Virtually all accredited programs address the topics covered by the test; however, you are not expected to be an expert on all aspects of the topics that follow.

You are likely to find that the topics below are covered by most introductory textbooks. Consult materials and resources, including lecture and laboratory notes, from all your coursework. You should be able to match up specific topics and subtopics with what you have covered in your courses.

Try not to be overwhelmed by the volume and scope of content knowledge in this guide. Although a specific term may not seem familiar as you see it here, you might find you can understand it when applied to a real-life situation. Many of the items on the actual test will provide you with a context to apply to these topics or terms.

Discussion Areas

Interspersed throughout the study topics are discussion areas, presented as open-ended questions or statements. These discussion areas are intended to help test your knowledge of fundamental concepts and your ability to apply those concepts to situations in the classroom or the real world. Most of the areas require you to combine several pieces of knowledge to formulate an integrated understanding and response. If you spend time on these areas, you will gain increased understanding and facility with the subject matter covered on the test. You may want to discuss these areas and your answers with a teacher or mentor.

Note that this study companion *does not provide answers for the discussion area questions*, but thinking about the answers to them will help improve your understanding of fundamental concepts and will probably help you answer a broad range of questions on the test.

Study Topics

An overview of the areas covered on the test, along with their subareas, follows.

I. Content Knowledge and Student Growth and Development

A. Core Concepts

1. Terminology, principles, concepts, and applications of the basic sciences as related to motor skills and movement activities (e.g., anatomy and physiology, exercise physiology, biomechanics and kinesiology, motor development and motor learning)
2. Principles of biomechanics and kinesiology as they relate to motor skills and movement patterns (e.g., summation of forces, center of gravity, force/speed relations, torque)
3. Movement concepts (e.g., body awareness, spatial awareness, effort, relationship)
4. Exercise physiology (e.g., components of health-related fitness; components of skill-related fitness; fitness guidelines such as frequency, intensity, time/duration, type/mode; principles of exercise such as specificity, overload, progression; roles of body systems in exercise; short- and long-term effects of physical training; nutrition as related to exercise; fitness; metabolic response to exercise)
5. Anatomy and physiology (e.g., skeletal, muscular, nervous, circulatory, and respiratory systems)
6. Current and historical trends, issues, and developments in physical education (e.g., laws, teaching methods, theories, concepts, techniques)
7. Understanding of the rules, strategies, skills, techniques, and concepts associated with a variety of movement activities and games across the age and grade spectra; emphasis predominantly on basketball, soccer, swimming, tennis, track and field, and volleyball, with questions based possibly on other sports and activities commonly used in physical education settings
8. Liability and legal considerations pertaining to the use of equipment, class organization, supervision, and program selection
9. Effects of substance abuse on student performance, health, and behavior

B. Student Growth and Development

1. Sequential and developmentally appropriate learning and practice opportunities based on growth and motor development stages, individual characteristics and individual needs of students, learning environment, and task
2. Monitoring of individual performance and group performance in order to design safe instruction that meets students' developmental needs in the psychomotor, cognitive, and affective domains
3. Developmental readiness to learn and refine motor skills and movement patterns (e.g., biological, psychological, sociological, experiential, environmental)
4. Perception in motor development
5. Appropriate and effective instruction related to students' cultures and ethnicities, personal values, family structures, home environments, and community values
6. Use of appropriate professional support services and resources to meet students' needs

Discussion areas: Content Knowledge and Student Growth and Development

- What disciplines combine to create the foundation for physical education?
- What is kinesiology?
- What is the relationship between kinesiology and biomechanics?
- How does an understanding of kinesiology help a person to teach physical education?
- How do movement concepts impact students' ability to learn?
- What is the overall importance of exercise physiology in relation to physical education?
- How does the body react to exercise?
- What are the components of exercise physiology?
- How can an understanding of exercise physiology contribute to lifelong fitness?
- What are the different types of exercise a person can engage in?
- What are the body systems and how do they interact?

- What roles do the body systems play in an understanding of physical education?
- How does the law impact teaching physical education?
- What are the current trends in teaching physical education?
- What are the important theories in fitness and physical education?
- What are the different teaching methods physical education teachers can use?
- How are games and activities categorized?
- What is the basic idea of a given sport?
- What are some basic rules or tactics of a given sport?
- How do liability concerns impact lesson planning?
- How do laws affect a teacher of physical education?
- What are the effects of substance abuse on a person?
- How can particular drugs affect a person?
- How do growth and motor development stages affect learning?
- What are Bloom's Taxonomy Learning Domains and how do they affect the design of instruction?
- What developmental factors play a role in activity choices in physical education?
- What specifically can prevent a student from being physically developed within their age group?
- How does the body receive and process information to use in a physical education setting?
- What influences the way students interpret instruction?
- What can be possible barriers to effective instruction?
- What resources must be referenced and/or utilized in modifying activities for students with special needs?

II. Management, Motivation, and Communication

A. Management and Motivation

1. Principles of classroom management practices that create effective learning experiences in physical education settings
2. Psychological and social factors that affect individual learning and group learning, participation, cooperation, and performance in physical education settings
3. Organization, allocation, and management of resources to provide active and equitable learning experiences (e.g., time, space, equipment, activities, teacher attention, students)
4. Motivation of students to participate in physical activity both in school and outside of school
5. Promotion of positive relationships, encouragement of responsible personal and social behaviors among students, and establishment of a productive learning environment
6. Development and use of an effective behavior management plan

B. Communication

1. Effective verbal and nonverbal communication skills in a variety of physical activity settings
2. Specific appropriate instructional feedback in skill acquisition, student learning, and motivation
3. Communication of classroom management and instructional information in a variety of ways (e.g., verbally and nonverbally and via bulletin boards, music, task cards, posters, technology)
4. Communication in ways that show respect and consideration for students, colleagues, and parents

Discussion areas: Management, Motivation, and Communication

- What are skills that can be used to monitor and adjust instruction based on student need?
- What are the benefits and consequences of implementing or not implementing these skills of classroom management?

- What are the psychological and social factors that affect student learning?
- What can one do as an educator to influence these factors so that they have a positive effect on student learning?
- How does being a good teacher and resource manager affect student learning?
- How does a teacher determine the appropriateness of using these resources to manage a class?
- In what ways does instruction affect student motivation?
- How can a teacher use instructional strategies to promote student motivation?
- What is the importance of demonstrating responsible personal and social behavior in the classroom?
- How does the behavior of teachers affect the learning environment?
- What is a behavior management plan?
- What are the characteristics of a good behavior management plan?
- How many different types of communication can a teacher use in the classroom?
- How can nonverbal communication be utilized in the classroom to promote a positive learning environment?
- What are appropriate uses and examples of communication with students?
- What is instructional feedback?
- What are the means to provide feedback to students and offer suggestions and examples of when these types of feedback can be utilized in instruction?
- Which types of feedback are appropriate during certain situations?
- What are effective communication strategies to present instructional material?
- How does the mode of communication affect students with varied learning styles?
- What are effective and appropriate means of communication?

- What are the benefits of using multiple forms of communication?
- When is it appropriate or inappropriate to use certain forms of communication?

III. Planning, Instruction, and Student Assessment

A. Planning and Instruction

1. Teaching of skillful movement, physical activity, and fitness via pedagogy, sociology, psychology, anatomy and physiology, exercise physiology, biomechanics and kinesiology, motor development and motor learning
2. Sequencing of motor skill activities and use of movement concepts and effective strategies to improve learning in physical education activities and to improve skill development
3. Provision of feedback to enhance skill development
4. Activities designed to improve health-related and skill-related fitness
5. Current issues, trends, and laws affecting the choice of appropriate physical education activities
6. Identification, development, and implementation of appropriate program and instructional goals and objectives
7. Development of unit and lesson plans based on local, state, and national standards, program goals, instructional goals, and students' needs
8. Appropriate instructional strategies to facilitate learning in the physical activity setting based on selected content, students' needs, safety concerns, facilities and equipment, and instructional models
9. Use of teaching resources and curriculum materials to design learning experiences
10. Explanations, demonstrations, and appropriate instructional cues and prompts to link physical activity concepts to learning experiences and to facilitate motor skill performance
11. General and specific safety and injury prevention guidelines for planning of movement and fitness activities (e.g., first aid, cardiopulmonary resuscitation)

B. Student Assessment

1. Assessment of student skill performance and fitness via a variety of tools (e.g., observations, data, charts, graphs, rating scales)
2. Gathering of data and assessment of student learning in the cognitive and affective domains by a variety of techniques (e.g., written assessments, rating scales, observations)
3. Understanding of fitness assessments such as President's Challenge and Fitnessgram
4. Types of assessments and assessment methods (e.g., formative, summative, authentic, portfolio, standardized, rubric, criterion referenced, norm referenced)
5. Validity, reliability, bias, and ways of interpreting assessment results
6. Appropriate assessment techniques to assess and improve students' understanding and performance, provide feedback, communicate students' progress, guide students' personal goal setting, and guide curricular and instructional decisions
7. Involvement of students in self-assessment and peer assessment
8. Appropriate assessment of individuals with disabilities
9. Referral procedures under the Individuals with Disabilities Education Act and Section 504 of the Vocational Rehabilitation Act

Discussion areas: Planning, Instruction, and Student Assessment

- What are some various teaching styles and when might each of these styles be appropriate?
- What types of instructional materials and management tools will engage all learners?
- What are the basic concepts of motor development and motor learning?
- How do individual differences, environment, culture, etc., affect motor development and learning?
- What concepts and principals of biomechanics, kinesiology, and exercise physiology support learning of motor skills?
- What are the sequences of motor-skill development for different movements?
- What are the basic movement concepts and skills that are the foundation for advanced movement?
- What are some instructional strategies that will foster skill development of all students?
- What are the guidelines to follow to enhance the benefits of feedback when commenting on motor skills?
- What are the various types of feedback and their effects on student learning?
- How can health-related fitness programs be structured so that they provide opportunities to learn basic concepts as well as increase fitness?
- What role should fitness testing play in a program designed to improve health-related fitness?
- What types of activities can be incorporated into the physical education curriculum that will enhance the components of skill-related fitness?
- How can drills and modified games be used to improve skill-related fitness?
- What are some motivational techniques that can be used to help students learn movement skills?
- What are some situations that might occur in physical education that would demand modifications in a lesson plan?
- What are the national content standards for physical education?
- How do federal laws affect physical education programs?
- How do instructional objectives differ from instructional goals?
- How can objectives be used to develop assessment instruments?
- What are the guidelines for developing standards-based unit and lesson plans?
- How are instructional and program goals influenced by student needs?

- How do students' needs, safety, types of facilities, and equipment influence the choice of instructional strategies?
- How might technology be used in the K–12 physical educational curriculum and classroom?
- How can membership in state and national professional organizations help a physical educator?
- What are liability issues that surround the maintenance and safety of equipment?
- What are some ways that physical educators can satisfy district requirements for participation in professional development activities?
- What are various ways that a physical educator can use cues and prompts in order to help students successfully learn a movement?
- How will the proper explanation and demonstration of skills help a student link concepts to learning?
- When explaining or demonstrating a skill, what are some guidelines to follow that will facilitate the performance of the motor skill?
- From a legal perspective, how can a well designed lesson plan protect a teacher?
- What are the components of an appropriate warm-up and cool-down?
- What are the components of an emergency action plan that should be followed when a student suffers an injury?
- Why is it important to regularly inspect facilities and equipment?
- How can training in CPR and AED and basic first aid help the physical educator?
- What are some guidelines that should be followed when dealing with weather warnings and watches?
- What are some ways that observations can be used for assessment in physical education?
- What are some advantages to using performance-based assessment?
- What are some examples of written assessments other than the traditional written test?
- What are different situations in which teachers can use observation as assessment?
- What are the components of the FITNESSGRAM and The President's Challenge?
- Why should fitness testing be included in the physical education curriculum?
- What types of assessment can be used to measure cognitive development?
- What types of assessment can be used to measure kinesthetic learning?
- What are guidelines to remember when writing a rubric for an activity in physical education?
- What are some factors to consider when selecting an assessment technique?
- What are the definitions of validity and reliability?
- How can a teacher select valid and reliable tests?
- How can assessment be used to improve student understanding and performance?
- How does assessment influence instructional decisions and curricular planning?
- What are the benefits to self and peer assessment?
- What learning must occur before students will be successful in self assessment or peer assessment?
- What are some adaptations, modifications, or accommodations that can be made when assessing individuals with disabilities?
- What are some guidelines to consider when assessing children with disabilities in regards to proper placement in physical education classes?
- How can curricular goals and objectives be written to ensure success for individuals with disabilities?

- What are the evaluation and placement procedures as outlined in IDEA?
- What steps must a state take in order to fulfill the responsibility of providing a free, appropriate public education to children with disabilities?
- What are the evaluation/placement procedures as outlined in IDEA and Section 504 of the Rehabilitation Act?

IV. Collaboration, Reflection, and Technology

A. Collaboration

1. Current educational issues that cross subject matter boundaries
2. Integration of knowledge and skills from multiple subject areas in physical education
3. Establishment of productive relationships to support student growth and well-being with school colleagues and administrators, parents and guardians, community members, and organizations
4. Promotion of a variety of opportunities for physical activity in the school and the community

B. Reflection

1. Use of the reflective cycle to facilitate change in teacher performance, student learning, and instructional goals and decisions (e.g., planning, teaching, assessment, reflection)
2. Use of available resources to develop and grow as a reflective professional (e.g., students, colleagues, literature, professional organization memberships, professional development opportunities)

C. Technology

1. Design, development, and implementation of student learning activities that integrate information technology
2. Use of technologies to communicate, instruct, assess, keep records, network, locate resources, present information, and enhance professional development

Discussion areas: Collaboration, Reflection, and Technology

- What types of educational issues are encountered by teachers in different disciplines?

- How can teachers infuse information from other subjects into physical education?
- How can teachers from different disciplines work together to present cross-curricular information to students?
- How can teachers generate and foster good relationships with co-workers, parents, and other stakeholders?
- In what ways can a teacher promote physical activities which take place outside of the school environment for their students?
- How can an educator use the reflective cycle of teaching to enhance lesson planning and improve teaching skills?
- In what ways can teachers grow as professionals?
- What resources can teachers use to assist in personal and professional growth and development?
- In what ways can technology be used to develop, design, and implement activities in school?
- What types of technology can a teacher use to organize, teach, and communicate?
- What other types of activities can a teacher use technology for?

V. Instructional Design

A. Fitness Instruction (1 question)

1. Design activities that improve students' levels of health-related and skill-related fitness
2. Uses developmentally appropriate activities to increase fitness levels
3. Understands the different types of fitness
4. Modification activities for special populations

B. Skill Instruction (1 question)

1. Sequence motor skill activities in a developmentally appropriate manner to improve learning in physical education activities
2. Use movement concepts and developmentally appropriate strategies for improving skill development

7. Review Smart Tips for Success

Follow test-taking tips developed by experts

Learn from the experts. Take advantage of the following answers to questions you may have and practical tips to help you navigate the *Praxis* test and make the best use of your time.

Should I guess?

Yes. Your score is based on the number of questions you answer correctly, with no penalty or subtraction for an incorrect answer. When you don't know the answer to a question, try to eliminate any obviously wrong answers and then guess at the correct one. Try to pace yourself so that you have enough time to carefully consider every question.

Can I answer the questions in any order?

You can answer the questions in order or skip questions and come back to them later. If you skip a question, you can also mark it so that you can remember to return and answer it later. Remember that questions left unanswered are treated the same as questions answered incorrectly, so it is to your advantage to answer every question.

Are there trick questions on the test?

No. There are no hidden meanings or trick questions. All of the questions on the test ask about subject matter knowledge in a straightforward manner.

Are there answer patterns on the test?

No. You might have heard this myth: the answers on tests follow patterns. Another myth is that there will never be more than two questions in a row with the correct answer in the same position among the choices. Neither myth is true. Select the answer you think is correct based on your knowledge of the subject.

Can I write on the scratch paper I am given?

Yes. You can work out problems on the scratch paper, make notes to yourself, or write anything at all. Your scratch paper will be destroyed after you are finished with it, so use it in any way that is helpful to you. But make sure to select or enter your answers on the computer.

Smart Tips for Taking the Test

- 1. Skip the questions you find extremely difficult.** Rather than trying to answer these on your first pass through the test, you may want to leave them blank and mark them so that you can return to them later. Pay attention to the time as you answer the rest of the questions on the test, and try to finish with 10 or 15 minutes remaining so that you can go back over the questions you left blank. Even if you don't know the answer the second time you read the questions, see if you can narrow down the possible answers, and then guess. Your score is based on the number of right answers, so it is to your advantage to answer every question.

2. **Keep track of the time.** The on-screen clock will tell you how much time you have left. You will probably have plenty of time to answer all of the questions, but if you find yourself becoming bogged down, you might decide to move on and come back to any unanswered questions later.
3. **Read all of the possible answers before selecting one.** For questions that require you to select more than one answer, or to make another kind of selection, consider the most likely answers given what the question is asking. Then reread the question to be sure the answer(s) you have given really answer the question. Remember, a question that contains a phrase such as “Which of the following does NOT . . .” is asking for the one answer that is NOT a correct statement or conclusion.
4. **Check your answers.** If you have extra time left over at the end of the test, look over each question and make sure that you have answered it as you intended. Many test takers make careless mistakes that they could have corrected if they had checked their answers.
5. **Don’t worry about your score when you are taking the test.** No one is expected to answer all of the questions correctly. Your score on this test is not analogous to your score on the *GRE*[®] or other tests. It doesn’t matter on the *Praxis* tests whether you score very high or barely pass. If you meet the minimum passing scores for your state and you meet the state’s other requirements for obtaining a teaching license, you will receive a license. In other words, what matters is meeting the minimum passing score. You can find passing scores for all states that use the *Praxis* tests at http://www.ets.org/s/praxis/pdf/passing_scores.pdf or on the web site of the state for which you are seeking certification/licensure.
6. **Use your energy to take the test, not to get frustrated by it.** Getting frustrated only increases stress and decreases the likelihood that you will do your best. Highly qualified educators and test development professionals, all with backgrounds in teaching, worked diligently to make the test a fair and valid measure of your knowledge and skills. Your state painstakingly reviewed the test before adopting it as a licensure requirement. The best thing to do is concentrate on answering the questions.

8. Check on Testing Accommodations

See if you qualify for accommodations that may make it easier to take the Praxis test

What if English is not my primary language?

Praxis tests are given only in English. If your primary language is not English (PLNE), you may be eligible for extended testing time. For more details, visit www.ets.org/praxis/register/plne_accommodations/.

What if I have a disability or other health-related need?

The following accommodations are available for *Praxis* test takers who meet the Americans with Disabilities Act (ADA) Amendments Act disability requirements:

- Extended testing time
- Additional rest breaks
- Separate testing room
- Writer/recorder of answers
- Test reader
- Sign language interpreter for spoken directions only
- Perkins Braille
- Braille slate and stylus
- Printed copy of spoken directions
- Oral interpreter
- Audio test
- Braille test
- Large print test book
- Large print answer sheet
- Listening section omitted

For more information on these accommodations, visit www.ets.org/praxis/register/disabilities.

Note: Test takers who have health-related needs requiring them to bring equipment, beverages, or snacks into the testing room or to take extra or extended breaks must request these accommodations by following the procedures described in the *Bulletin Supplement for Test Takers with Disabilities or Health-Related Needs* (PDF), which can be found at http://www.ets.org/s/disabilities/pdf/bulletin_supplement_test_takers_with_disabilities_health_needs.pdf.

You can find additional information on available resources for test takers with disabilities or health-related needs at www.ets.org/disabilities.

9. Do Your Best on Test Day

Get ready for test day so you will be calm and confident

You followed your study plan. You prepared for the test. Now it's time to prepare for test day.

Plan to end your review a day or two before the actual test date so you avoid cramming. Take a dry run to the test center so you're sure of the route, traffic conditions, and parking. Most of all, you want to eliminate any unexpected factors that could distract you from your ultimate goal—passing the *Praxis* test!

On the day of the test, you should:

- be well rested
- wear comfortable clothes and dress in layers
- eat before you take the test
- bring an acceptable and valid photo identification with you
- bring an approved calculator only if one is specifically permitted for the test you are taking (see Calculator Use, at http://www.ets.org/praxis/test_day/policies/calculators)
- be prepared to stand in line to check in or to wait while other test takers check in

You can't control the testing situation, but you can control yourself. Stay calm. The supervisors are well trained and make every effort to provide uniform testing conditions, but don't let it bother you if the test doesn't start exactly on time. You will have the allotted amount of time once it does start.

You can think of preparing for this test as training for an athletic event. Once you've trained, prepared, and rested, give it everything you've got.

What items am I restricted from bringing into the test center?

You cannot bring into the test center personal items such as:

- handbags, knapsacks, or briefcases
- water bottles or canned or bottled beverages
- study materials, books, or notes
- pens, pencils, scrap paper, or calculators, unless specifically permitted for the test you are taking (see Calculator Use, at http://www.ets.org/praxis/test_day/policies/calculators)
- any electronic, photographic, recording, or listening devices

Personal items are not allowed in the testing room and will not be available to you during the test or during breaks. You may also be asked to empty your pockets. At some centers, you will be assigned a space to store your belongings, such as handbags and study materials. Some centers do not have secure storage space available, so please plan accordingly.

Test centers assume no responsibility for your personal items.

If you have health-related needs requiring you to bring equipment, beverages or snacks into the testing room or to take extra or extended breaks, you need to request accommodations in advance. Procedures for requesting accommodations are described in the [Bulletin Supplement for Test Takers with Disabilities or Health-related Needs \(PDF\)](#).

Note: All cell phones, smart phones (e.g., Android® devices, iPhones®, etc.), and other electronic, photographic, recording, or listening devices are strictly prohibited from the test center. If you are seen with such a device, you will be dismissed from the test, your test scores will be canceled, and you will forfeit your test fees. If you are seen *using* such a device, the device will be confiscated and inspected. For more information on what you can bring to the test center, visit www.ets.org/praxis/test_day/bring.

Are You Ready?

Complete this checklist to determine whether you are ready to take your test.

- Do you know the testing requirements for the license or certification you are seeking in the state(s) where you plan to teach?
- Have you followed all of the test registration procedures?
- Do you know the topics that will be covered in each test you plan to take?
- Have you reviewed any textbooks, class notes, and course readings that relate to the topics covered?
- Do you know how long the test will take and the number of questions it contains?
- Have you considered how you will pace your work?
- Are you familiar with the types of questions for your test?
- Are you familiar with the recommended test-taking strategies?
- Have you practiced by working through the practice questions in this study companion or in a study guide or practice test?
- If constructed-response questions are part of your test, do you understand the scoring criteria for these questions?
- If you are repeating a *Praxis* test, have you analyzed your previous score report to determine areas where additional study and test preparation could be useful?

If you answered “yes” to the questions above, your preparation has paid off. Now take the *Praxis* test, do your best, pass it—and begin your teaching career!

10. Understand Your Scores

Understand how tests are scored and how to interpret your test scores

Of course, passing the *Praxis* test is important to you so you need to understand what your scores mean and what your state requirements are.

What are the score requirements for my state?

States, institutions, and associations that require the tests set their own passing scores. Visit www.ets.org/praxis/states for the most up-to-date information.

If I move to another state, will my new state accept my scores?

The *Praxis* tests are part of a national testing program, meaning that they are required in many states for licensure. The advantage of a national program is that if you move to another state that also requires *Praxis* tests, you can transfer your scores. Each state has specific test requirements and passing scores, which you can find at www.ets.org/praxis/states.

How do I know whether I passed the test?

Your score report will include information on passing scores for the states you identified as recipients of your test results. If you test in a state with automatic score reporting, you will also receive passing score information for that state.

A list of states and their passing scores for each test are available online at www.ets.org/praxis/states.

What your *Praxis* scores mean

You received your score report. Now what does it mean? It's important to interpret your score report correctly and to know what to do if you have questions about your scores.

Visit http://www.ets.org/s/praxis/pdf/sample_score_report.pdf to see a sample score report.

To access *Understanding Your Praxis Scores*, a document that provides additional information on how to read your score report, visit www.ets.org/praxis/scores/understand.

Put your scores in perspective

Your score report indicates:

- Your score and whether you passed
- The range of possible scores
- The raw points available in each content category
- The range of the middle 50 percent of scores on the test

If you have taken the same *Praxis* test or other *Praxis* tests in the last 10 years, your score report also lists the highest score you earned on each test taken.

Content category scores and score interpretation

Questions on the *Praxis* tests are categorized by content. To help you in future study or in preparing to retake the test, your score report shows how many raw points you earned in each content category. Compare your “raw points earned” with the maximum points you could have earned (“raw points available”). The greater the difference, the greater the opportunity to improve your score by further study.

Score scale changes

ETS updates *Praxis* tests on a regular basis to ensure they accurately measure the knowledge and skills that are required for licensure. When tests are updated, the meaning of the score scale may change, so requirements may vary between the new and previous versions. All scores for previous, discontinued tests are valid and reportable for 10 years, provided that your state or licensing agency still accepts them.

These resources may also help you interpret your scores:

- *Understanding Your Praxis Scores* (PDF), found at www.ets.org/praxis/scores/understand
- *The Praxis Passing Scores* (PDF), found at www.ets.org/praxis/scores/understand
- State requirements, found at www.ets.org/praxis/states

Appendix: Other Questions You May Have

Here is some supplemental information that can give you a better understanding of the *Praxis* tests.

What do the *Praxis* tests measure?

The *Praxis* tests measure the specific knowledge and skills that beginning teachers need. The tests do not measure an individual's disposition toward teaching or potential for success, nor do they measure your actual teaching ability. The assessments are designed to be comprehensive and inclusive but are limited to what can be covered in a finite number of questions and question types. Teaching requires many complex skills that are typically measured in other ways, including classroom observation, video recordings, and portfolios.

Ranging from Agriculture to World Languages, there are more than 80 *Praxis* tests, which contain selected-response questions or constructed-response questions, or a combination of both.

Who takes the tests and why?

Some colleges and universities use the *Praxis* Core Academic Skills for Educators tests (Reading, Writing, and Mathematics) to evaluate individuals for entry into teacher education programs. The assessments are generally taken early in your college career. Many states also require Core Academic Skills test scores as part of their teacher licensing process.

Individuals entering the teaching profession take the *Praxis* content and pedagogy tests as part of the teacher licensing and certification process required by many states. In addition, some professional associations and organizations require the *Praxis* Subject Assessments for professional licensing.

Do all states require these tests?

The *Praxis* tests are currently required for teacher licensure in approximately 40 states and United States territories. These tests are also used by several professional licensing agencies and by several hundred colleges and universities. Teacher candidates can test in one state and submit their scores in any other state that requires *Praxis* testing for licensure. You can find details at www.ets.org/praxis/states.

What is licensure/certification?

Licensure in any area—medicine, law, architecture, accounting, cosmetology—is an assurance to the public that the person holding the license possesses sufficient knowledge and skills to perform important occupational activities safely and effectively. In the case of teacher licensing, a license tells the public that the individual has met predefined competency standards for beginning teaching practice.

Because a license makes such a serious claim about its holder, licensure tests are usually quite demanding. In some fields, licensure tests have more than one part and last for more than one day. Candidates for licensure in all fields plan intensive study as part of their professional preparation. Some join study groups, others study alone. But preparing to take a licensure test is, in all cases, a professional activity. Because a licensure exam surveys a broad body of knowledge, preparing for a licensure exam takes planning, discipline, and sustained effort.

Why does my state require the *Praxis* tests?

Your state chose the *Praxis* tests because they assess the breadth and depth of content—called the “domain”—that your state wants its teachers to possess before they begin to teach. The level of content knowledge, reflected in the passing score, is based on recommendations of panels of teachers and teacher educators in

each subject area. The state licensing agency and, in some states, the state legislature ratify the passing scores that have been recommended by panels of teachers.

How were the tests developed?

ETS consulted with practicing teachers and teacher educators around the country during every step of the *Praxis* test development process. First, ETS asked them what knowledge and skills a beginning teacher needs to be effective. Their responses were then ranked in order of importance and reviewed by hundreds of teachers.

After the results were analyzed and consensus was reached, guidelines, or specifications, for the selected-response and constructed-response tests were developed by teachers and teacher educators. Following these guidelines, teachers and professional test developers created test questions that met content requirements and [*ETS Standards for Quality and Fairness*](#).*

When your state adopted the research-based *Praxis* tests, local panels of teachers and teacher educators evaluated each question for its relevance to beginning teachers in your state. During this “validity study,” the panel also provided a passing-score recommendation based on how many of the test questions a beginning teacher in your state would be able to answer correctly. Your state’s licensing agency determined the final passing-score requirement.

ETS follows well-established industry procedures and standards designed to ensure that the tests measure what they are intended to measure. When you pass the *Praxis* tests your state requires, you are proving that you have the knowledge and skills you need to begin your teaching career.

How are the tests updated to ensure the content remains current?

Praxis tests are reviewed regularly. During the first phase of review, ETS conducts an analysis of relevant state and association standards and of the current test content. State licensure titles and the results of relevant job analyses are also considered. Revised test questions are then produced following the standard test development methodology. National advisory committees may also be convened to review and revise existing test specifications and to evaluate test forms for alignment with the specifications.

How long will it take to receive my scores?

Scores for tests that do not include constructed-response questions are available on screen immediately after the test. Scores for tests that contain constructed-response questions or essays aren’t available immediately after the test because of the scoring process involved. Official score reports are available to you and your designated score recipients approximately two to three weeks after the test date for tests delivered continuously, or two to three weeks after the testing window closes for other tests. See the test dates and deadlines calendar at www.ets.org/praxis/register/centers_dates for exact score reporting dates.

Can I access my scores on the web?

All test takers can access their test scores via My *Praxis* Account free of charge for one year from the posting date. This online access replaces the mailing of a paper score report.

The process is easy—simply log into My *Praxis* Account at www.ets.org/praxis and click on your score report. If you do not already have a *Praxis* account, you must create one to view your scores.

Note: You must create a *Praxis* account to access your scores, even if you registered by mail or phone.

*[*ETS Standards for Quality and Fairness*](#) (2014, Princeton, N.J.) are consistent with the [*Standards for Educational and Psychological Testing*](#), industry standards issued jointly by the American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education (2014, Washington, D.C.).

Your teaching career is worth preparing for, so start today!
Let the *Praxis*® *Study Companion* guide you.

To search for the *Praxis* test prep resources
that meet your specific needs, visit:

www.ets.org/praxis/testprep

To purchase official test prep made by the creators
of the *Praxis* tests, visit the ETS Store:

www.ets.org/praxis/store

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